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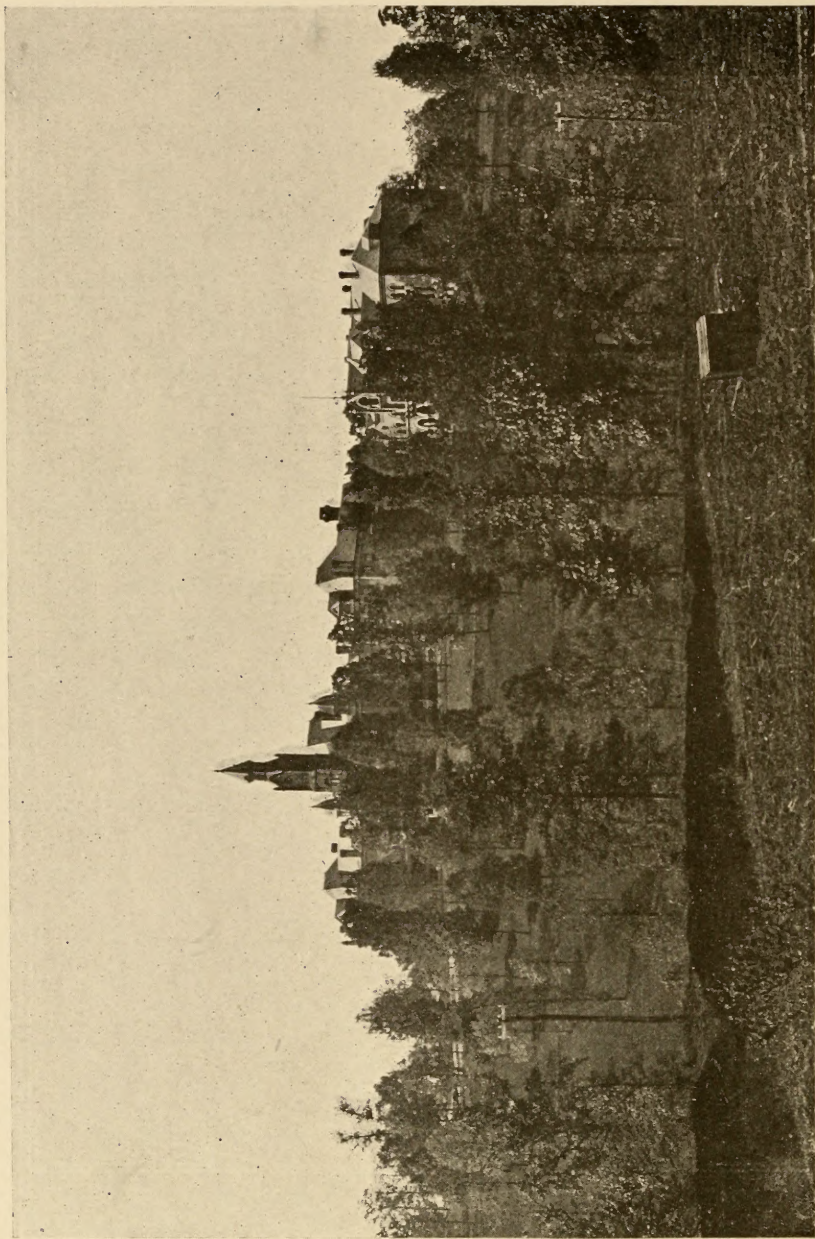
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Twelfth Biennial
Report

North Carolina School
For the Deaf and Dumb



For the Biennial Period
1913-1914



GROUNDS OF THE NORTH CAROLINA SCHOOL FOR THE DEAF & DUMB.

THE TWELFTH BIENNIAL REPORT
OF THE
BOARD OF DIRECTORS
OF THE
NORTH CAROLINA SCHOOL FOR THE DEAF AND DUMB
MORGANTON, N. C.

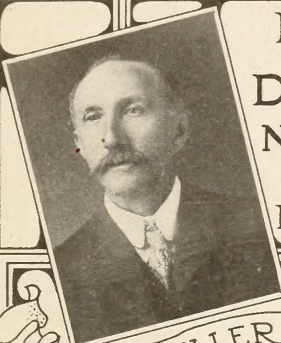


MORGANTON:
PRESS OF SCHOOL FOR THE DEAF AND DUMB

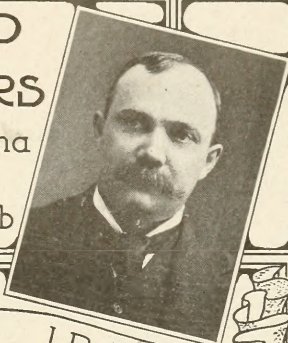
1914

BOARD of DIRECTORS

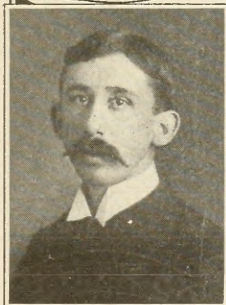
North Carolina
School
for the
Deaf and Dumb



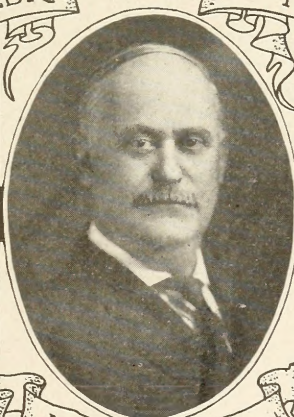
A.C. MILLER



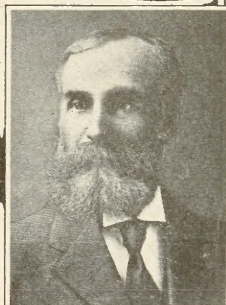
I.P. JETER



J.H. MOCK



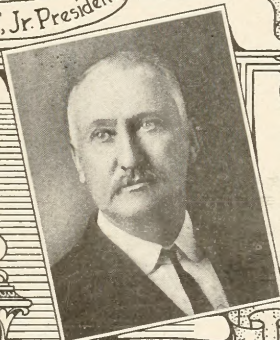
J.L. SCOTT, Jr. President



E.M.K. GOODWIN, Supt.



W.W. NEAL



W.R. WHITSON



CHRISTOPHER ENGRAVING
COMPANY, RICHMOND, VA.

BOARD OF DIRECTORS.

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W. W. Neal, Secretary.

EXECUTIVE COMMITTEE.

A. C. Miller, Chairman.
J. L. Scott, Jr.,

W. R. Whitson.

EDUCATIONAL DEPARTMENT.

Superintendent:

E. McK. Goodwin, M. A.

Principal Educational Department:

Miss Fayette Peck.

Teachers, Manual Department:

John C. Miller

Miss Olivia B. Grimes,

Miss M. E. Morris,

Robert C. Miller.

Teachers, Oral Department:

Miss Fannie E. Thompson,

Miss Mildred Miller,

Miss Susan H. Norris,

Miss Irene Bowman,

Miss Mary C. Mauzy,

Miss Josephine Washington,

Mrs. Josephine Clodfelter,

Miss Bruce Sparks,

Miss Edith Lutz,

Miss Stella Rupley,

Miss M. Kay Sallee,

Miss Lillian Mueller,

Miss Constance Quackenbos.

Military Instructor, V. S. Birek.

INDUSTRIAL DEPARTMENT.

Teachers Primary Handicraft:

Miss M. Kay Sallee.

V. S. Birek.

Teacher of Sewing and Dress-Making:

Miss Anna E. Keith.

Housekeeper and Teacher of Cooking:

Miss Julia J. Potts.

Instructor in Printing:

Instructor in Shoe-Making:

W. M. Shuford.

W. A. Townsend

Instructor in Wood-Work:

Chief Laundress:

F. U. Haymond.

Mrs. Nora Coffey.

J. L. Sparks, Farmer.

DOMESTIC DEPARTMENT.

J.R.Clodfelter, Clerk and Steward.

J. R. Anderson, Attending Physician.

Supervisors of Girls:

Supervisors of Boys:

Miss Kate M. Walton,

Vernon S. Birek,

Miss Ida Prevatt,

Miss Mary Yount.

L. W. Rhyne, Engineer.

GOODWIN HALL.

Supervising Teacher:
Miss Eugenia T. Welsh.

Teachers:

Miss Frances Carter,	Miss Pearl Trogdon,
Miss Helen Shurtleff,	Miss Lucile Pearson,
Miss Florence Carter,	Miss Sarah Lewis,
Miss Annie Wilkinson,	Miss Lydia Babcock,

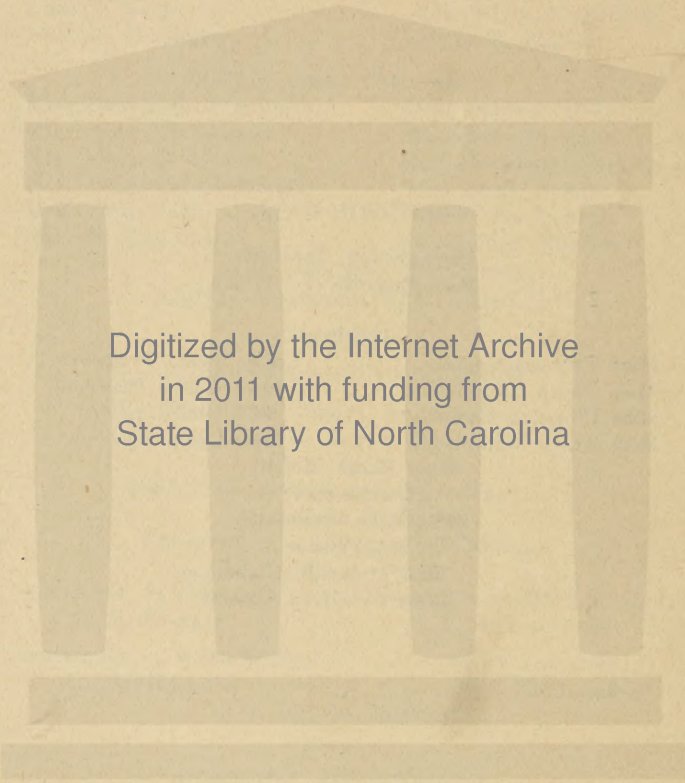
Miss Ethel McGill.

Housekeeper:

Miss Kate Abernathy.

Supervisors:

Miss Daisy B. Nicholson,
Miss Winifred Greene.



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PRESIDENT'S REPORT.

To His Excellency, Locke Craig,
Governor of North Carolina.

Dear Sir:—The Board of Directors of the North Carolina School for the Deaf and Dumb have the honor to submit their twelfth Biennial Report to your Excellency, and through you, to the General Assembly, and respectfully ask your careful examination of same. This is intended to give information of the condition, progress and needs of the institution, for which we have been chosen to exercise directing care.

The period, December 1st, 1912, to November 30th, 1914, covered by this report, has witnessed much improvement that has enabled us to add much to the efficiency of our work. Our entire institution is in better condition today than ever before, and yet there is much needed to enable us to meet the needs of the school during the next biennial period. We have had 338 deaf children enrolled, and today have 269 present, and yet there are doubtless many that we have not reached, though we have endeavored to reach them through our compulsory attendance laws.

The health of our children has been good, and the school has been singularly free from many of the most dreaded diseases. We have endeavored to safeguard the health of our children, from every standpoint, and our attending physician and the various officers of the school have been most faithful in discharging their duties. We have also complied with instructions and suggestions from the State Board of Health, and beg to append here report received from Dr. W. S. Rankin, of the State Board of Health.

DR. RANKIN'S REPORT.

Raleigh, N. C., Sept. 30th, 1914.

Mr. A. C. Miller, Chairman Executive Committee, Board of Directors, North Carolina School for the Deaf and Dumb.

Shelby, N. C.

My dear Mr. Miller:—In accordance with Section 3, Chapter 62, Public Laws of 1911 as amended, I have the honor to report that I made an inspection of the school at Morganton on August 15th and found both buildings and grounds, as I have found them on previous inspections, in excellent sanitary condition.

From my point of view it would appear that you have a thoroughly efficient man in charge of this institution.

Yours truly,

(Signed) W. S. Rankin,

Secretary.

We feel ourselves fortunate in having so competent and faithful a staff of officers and teachers.

Supt. E. McK. Goodwin is rounding out his twenty-first year as Superintendent. He is assisted by Miss Fayette Peck, the capable Principal of the Educational Department, and Miss E. T. Welsh, supervising teacher of our primary school.

Two years ago we introduced the military feature, and it has proven of much interest in the development of our boys, and the results would justify much larger outlay.

Our school has always stood for industrial training, believing that every boy and every girl should be trained to do some industrial work, and the records of former pupils show that they are independent, self-supporting men and women.

It has been our policy to live within our income, and we are glad to report out of debt. We find, to accomodate the larger number, now on our waiting list, it will require an increased appropriation, though not an increase per capita.

To keep our plant in a line of efficiency, it will be nec-

essary to have a dairy barn, and we need a small addition to our industrial building. These special needs cannot be paid for out of our regular support fund. We again ask for a special appropriation of \$1000 for special treatment of the eye, ear, nose, throat and teeth of our children.

Our school and its management has been economical in its policy. We are grateful to a generous hearted citizenship for the support we have had. We needed more than we have had, but we believe the various Legislatures have been as generous as the tax payer was able to bear.

For the enviable reputation which the North Carolina School for the Deaf and Dumb holds among American Schools, the Board wishes to acknowledge the great debt the deaf and the State owe to Superintendent E. McK. Goodwin, to whose wisdom in the selection of a corps of men and women, teachers equal to any in the profession, and to whose superior executive ability in the administration of affairs of the arduous position which he has held since the establishment of the school, so much of its success is due. We have been glad at all times that we could give him our harmonious co-operation in his arduous duties.

Our Board has sustained a great loss in the death of the late Prof. Martin H. Holt, of Oak Ridge, who was our senior member, having been on this Board since the establishment of the school in 1891. He was President of the Board for several years previous to his death. Prof. Holt was a distinguished educator and a man of fine administrative ability. He was a most faithful and useful member, having missed only one Board meeting in twenty-three years. He had acquainted himself to an unusual degree with the special methods of the education of the deaf.

The reports of Superintendent Goodwin and his subordinate officers are approved and are herewith included,

and become a part of the report of this Board.

We beg to ask most careful consideration of same, and the most careful scrutiny by every good citizen who is interested.

Respectfully submitted,

J. L. SCOTT, Jr.,

President Board of Directors.

December 1st, 1914.

SUPERINTENDENT'S REPORT.

To the Honorable President and Members of the Board of Directors of the North Carolina School for the Deaf and Dumb.

Gentlemen:—I beg to lay before you this, my twelfth Biennial Report of this school, covering the period from December 1st, 1912, to November 30th, 1914, and I shall endeavor to note whatever may be of information as to the condition, progress and needs of the school.

During this period we have had in attendance 338, and would have admitted more, if they had presented themselves. While we are much gratified with the attendance we have had, yet it is to be regretted that there is a considerable number not in attendance upon any school, regardless of both the general compulsory law, and the special act, requiring, under penalty, the attendance of all deaf children upon some school. We have endeavored to reach every eligible deaf child in the State, and have offered admission to many who are not in school. But from year to year our attendance is increasing and we expect to reach a larger per centum of those eligible, until we shall have reached practically all of the deaf. Although our school is only twenty years old, we believe we have the largest attendance in proportion to white population of any state in the south, and quite as large as the more densely populated states. We have enlisted the co-operation of many county superintendents of education, teachers, physicians, ministers and legislators, who have greatly aided us in reaching many deaf children, who otherwise might never have known of the school and its work, and we further earnestly ask, not only the co-operation of the classes named above, but of every good citizen in the State to co-operate with the school and its management to en-

courage parents and guardians to educate their deaf children for every citizen is to some extent his "brother's keeper."

It was only a few generations ago that even educators thought that a deaf child could not be educated, but today the question is only how to best educate him, to most completely fit him for the responsibilities of citizenship, to be the nearest possible equal to his more fortunate hearing brother or sister.

The school means more to the deaf than to any other class of children, for the normal child gets mental development, education, if you please, from his environment, while the deaf child, till taught, and by a trained teacher, is in absolute darkness. Yet, there are parents in North Carolina bringing up their afflicted children in the most pitiable and abject ignorance, and many of whom will ultimately be charges upon the public, saying nothing of the menace to society. Think of an adult with naturally a bright mind, that does not know his own name—never heard of his Creator or Redeemer, and, too, living in a Christian Commonwealth. There are many such cases in this State.

COURSE OF STUDY.

The law fixes our course of study and we follow same as laid down in the public school course, and those capable and willing to pursue the full course are prepared to enter college, where a number of our students have gone and graduated with honor to themselves and to the school that prepared them.

METHODS OF INSTRUCTION.

Two score years ago the profession in America thought there was only one method of instruction, the manual or sign method, but about that time some in the profession began to teach speech and by speech to a very small

percentum of the deaf. Even the best schools and the most eminent educators were slow to give up the manual or sign method, but by slow degrees and careful and diligent efforts, the method gained favor with many who at first doubted, until today more than eighty per cent of all the deaf children in school in the United States are taught orally; that is, they are taught speech and by speech. But we must not confound methods with the end aimed at or attained. The honest, intelligent oral teacher does not claim that every deaf child can attain smooth, musical speech, but she may claim that she can teach every educable deaf child by the oral method. Some acquire speech to a remarkable degree, and though their speech may never be natural, it is intelligible and becomes the most convenient method of communication.

Speech reading is half the battle in oral conversation and daily communication (by speech reading, we mean to understand from the speech of others what they say, without hearing a word, or even a sound,) and many of our pupils, while their speech is not good, become expert speech readers, and many parents and other members of the family of deaf children communicate with the deaf member entirely by speech. That is not all there is in the oral method. It is the natural method, the method our mothers taught us before we ever went to school. It is admitted by a large number that the orally taught get better command of the written language than those taught manually.

OURS A COMBINED SCHOOL.

We use both the oral and the manual methods. We have not discontinued the manual method, but we give every child who enters a chance in the oral department, and if for any reason it is deemed advisable for the child's good, he is transferred to the manual department, where he is taught the same course of study, and using the

same text books, as he would in the oral department.

Almost every parent putting a child in our care, even deaf parents, wants it taught speech and by speech.

I herewith append the report of Miss Peck, Principal of our educational department, under whom all our school work is done.

MISS PECK'S REPORT.

Mr. E. McK. Goodwin, Superintendent N. C. School for the Deaf.

Dear Sir:—In accordance with your request I beg to submit to you the following report of the Educational Department of the school.

We have at the present time an enrollment of 269 pupils. Of these ninety are in the primary department at Goodwin Hall, under the direct supervision of Miss Welsh. From this department one class was promoted last year, having been prepared for the third grade work of the main school building. Another class, in this case of children not able to do the regular grade work, but needing association with older children, was transferred. Miss Welsh's report will give further details concerning her department.

In the main school building there are 177 pupils under instruction, 44 in the manual department and 133 in the oral department. The manual department is composed of one advanced class, one intermediate and two primary classes. The main body of the school is made up of three units of carefully graded rotating classes, advanced-primary, intermediate and advanced. The rotating system was adopted in the belief that the specializing of teachers results in a higher order of efficiency than under the former system. To meet the needs of pupils who fail to respond to the exactions of grade work, special classes have been provided. In these classes much individual work is done by the teachers. All children in the graded classes, however, are expected to make a grade each year and to eventually complete the full course of study and graduate. Under the rotating system we feel that a greater volume of work is done by the pupils than formerly; better lip reading and more ready speech is obtained, and each teacher has the opportunity to devote her time to one subject and perfect herself in it.

We have admitted several pupils to the oral department this year who have come from other schools. At the opening of school in September a few pupils, whose progress in the oral department was not satisfactory, were transferred to the manual department. At the present time seven oral pupils and one manual pupil are engaged in college preparatory work and are expected to com-

plete the course by the close of the school year. Last year there were three graduates from a special course—two of them oral and one manual.

In March of last year following my visit to Northern schools, we began to experiment with tone and rhythm work with the piano as an aid. Our experimental work met with such an enthusiastic response from the children that we were encouraged to continue. Since then the daily exercises with the piano have become a part of our articulation drill at Goodwin Hall and the main building. I cannot speak too highly of the enthusiasm and skill of the teachers who, without having had the opportunity to observe this form of instruction for themselves, were willing to work it out from suggestions.

Rhythm is easily felt from a piano as the vibrations are carried by bone conduction. The length of the vibration can be noted and the volume felt. The musical instrument gives support to the tone and takes the thoughts away from the speech organs. Undoubtedly the speech of a deaf child is better when he is unconscious of his vocal organs. We are constantly striving for easy and natural speech and at the same time for definite positions. The piano seems to give the child a feeling of definite action, which he tries to imitate. To a somewhat limited degree we are able to secure changes in the pitch of the voice. In the flexibility, volume and speed of general speech, we have noted satisfactory results from the use of the piano. The two instruments provided for school use, one at Goodwin Hall and the other at the main building, are regarded as most important helps in all articulation drills.

The Normal Department of this school was established two years ago and since that time seven young women have completed the course of study. Diplomas were awarded and graduates were appointed to positions in the school. Four students are in training this year.

Teachers of the deaf are required to assist their pupils to an adequate expression of ideas. They must supply mental stimulus. They must give time, labor and love to lead boys and girls toward a strong, intelligent, well-balanced manhood and womanhood. They must be possessed of a broad and general culture and be able to interpret knowledge and life. They must be proficient in the use of the English language and must constantly devote themselves to subjects allied to methods of teaching. Given all these abilities should not the teacher have a right to expect aid and hearty co-operation from pupils and parents? A Parent-Teacher Association here in North Carolina might serve to bring about a more helpful attitude on the part of the parents. There should be a

greater appreciation of the skilful efforts put forth for the benefit of the deaf children of the State than now exists. Teachers and parents should not be indifferent to each others personality, methods and ideals.

Among deaf children, as among hearing children, we find varying abilities. There are the practical, the brilliant, the plodders and the dreamers. These the school must weld into a happy, helpful community, educating each one to the full of his or her powers, to the end that each one may live a useful, successful life. Children's lives are richer now than in the past because of the increased variety of school activities.

Added to our scholastic work, we have classes in dress-making, cooking and handicraft for the girls, and farming, shoe-making, carpentry, bench work and printing for the boys. Could not gardening be taken as a school subject for both boys and girls? Ten minutes of time daily throughout the school year, with an hour or so each week, during the planting and growing season, would be of great value to children whose homes are in the country.

It seems to be the educational vogue to expect the child to form conclusions for himself. To suit these new conditions we must adopt new policies, particularly in regard to matters of discipline. We have observed the fact that in all walks of life children's preferences weigh more among themselves than do the admonitions of their elders. To demonstrate this idea two self-governing clubs were organized in the school two years ago, the Sterling Society for the advanced boys, the Fepha Club for the advanced girls. These organizations were not successes all at once, but they were allowed to develop gradually with the result that both are now powers for good in the discipline of the school. Membership, which is limited to twelve in each case, is eagerly sought for. The duties are, to keep order among the younger pupils in the study halls and on playgrounds and to be examples to others in courtesy. Rules are referred to only in case of necessity, public opinion being the guide to correct behavior. Members who "bear watching" are speedily rejected. The discipline of the school has been converted, to a considerable degree, from blind obedience to voluntary co-operation and the club members have exhibited skill and tact as leaders of the younger children.

The success of the self-governing clubs has led to the organization of several small circles among the girls. Each circle bears a name and the teacher in charge is known as the counselor. Confidential consultations are held every two weeks. Feminine sympathies are stirred and activities of mind are diverted from fruitless gossip by appeals to pride and idealism.

Since my last report we have organized and perfected a fire

drill. Every pupil, from the oldest boy or girl to the tiniest Goodwin Hall baby, is obliged to participate. Teachers and officers have their special posts of duty and when the alarm sounds in either building the drill goes forward quickly. In case of emergency we could probably empty both buildings in less than five minutes.

During the winters of 1912-'13 and 1913-'14 it was my privilege to visit some of the best schools in the north. It is helpful and encouraging to study the methods employed by others and I heartily commend your custom of making it possible for your teachers to visit other schools from time to time. In all the schools visited the trend seemed to be toward more and better oral training. The work done here in the North Carolina School compares most favorably with that of the best schools of the country. Excellent results have been obtained, but we hope for higher efficiency through more outside co-operation. Your oral department has steadily increased in numbers year by year, and yet, with the exception of the Goodwin Hall department, there is a lack of sufficient oral atmosphere outside the school rooms. The situation could be remedied and the children greatly stimulated in their efforts to acquire correct language forms if concerted action could be agreed upon. If it is impossible to have an oral atmosphere, let us at least strive to have a language atmosphere. The so-called "Rochester Method," which demands finger spelling, or speech, or the two together (according to the ability of the pupil) would ably supplement the work of the teacher, if used in all communications between pupils and officers and among the pupils themselves.

During a visit to Paris last summer it was my good fortune to be received as a visitor, by appointment, at the French Institution for the Deaf. Although it was vacation time, the Director had assembled a few pupils and a recitation was conducted for my benefit by one of the professors. Through my interpreter I learned that the articulation of the pupils was excellent and my hearing assured me that the voices were clear and well modulated. The children read the lips of my interpreter with ease. Although a statue of the Abbe de l'Epee adorns the court yard of the school, showing that the memory of the good old priest is held in highest honor, the school is conducted entirely by the pure oral method.

In conclusion I wish to acknowledge the cordial support and effective assistance rendered me by the teachers in every department of the school. To you my thanks are due for advice and co-operation at all times.

Respectfully,
FAYETTA PECK,
Principal Educational Department.

HEALTH OF THE SCHOOL.

Our health record has been most gratifying, considering the class, many of whom lost their hearing by disease or accident, their physical condition being thus weakened.

During this biennial period we have had epidemics of measles, whooping cough and mumps, with a very large number but had no serious complications. Our school has been most fortunate in the absence of typhoid, diptheria and scarlet fever, the most dreaded diseases where children are in large numbers.

We have endeavored to carry out instructions, both of the State Board of Health and our attending physician. We believe more in preventing disease than treating it. We vaccinate against small pox, treat for hook worm, and have recently administered anti-typhoid treatment to 180 members of our household, including pupils, teachers and officers. I herewith append the report of our attending physician, Dr. J. R. Anderson, for a more detailed account of the health of the school.

DR. ANDERSON'S REPORT.

E. McK. Goodwin, Supt.,
North Carolina School for the Deaf and Dumb,
Morganton, N. C.

Sir:—In submitting this, my biennial report, I wish to say that upon frequent examinations, I find all the buildings in good sanitary condition, the dairy and cold storage always clean and in good condition; the cattle are clean and well attended to; the water supply good and abundant. There has been only one or two serious cases of illness in the school and the general health of the pupils is good and will compare most favorably with other institutions of its kind in the country. The food supply is abundant and wholesome. The children are always neat and clean and are well looked after. While their general health is good a large proportion of them have defective eyes, throat, nose and teeth, and as these organs enter largely into the efforts to gain education, I would

most urgently beg for an appropriation of \$1000 for special work upon these organs. It is obvious that expert work cannot be done by an ordinary practitioner. This small sum as you see is less than \$4.00 per capita and is very small for the immense benefit to be derived therefrom.

Very truly yours,

J. R. ANDERSON, M. D.

GOODWIN HALL—OUR PRIMARY SCHOOL.

Three years ago we opened our primary school with 60 pupils and six teachers, under the direction of Miss E. T. Welsh, as supervising teacher.

This building is situated about a thousand feet from the main building and is designed for the accomodation of 100 children, and every child entering school at the proper age goes to this building, and is expected to spend three years before entering the main school. During this period in the primary school, all are taught orally. It is intended during this first three years to develop speech and establish speech habit. We are gratified at the progress and results of the work this primary department is doing. I herewith append the report of Miss Welsh, our supervising teacher of the primary department.

MISS WELSH'S REPORT

To Mr. E. McK. Goodwin, Supt.,

North Carolina School for the Deaf and Dumb.

Dear Sir:—I herewith submit to your consideration a report of the work carried on in the Primary Department from December 1st, 1912, to November 30th, 1914.

During this period sixty-one new pupils have been admitted; three classes, averaging nine pupils each, have been promoted to the advanced primary department and twelve pupils have been transferred to the main building because of their age or because their time had expired in this department.

Since Goodwin Hall was opened in 1911, we have had, each year, an enrollment of ten pupils more than the year preceding and

have appointed an additional teacher each year. At present there are ninety pupils in the department, under the instruction of nine teachers.

We endeavor in the first three years of the child's life, during the time he is in the primary department, to give him first speech and lip reading, and to fix the habit of speech. Simple language is taught by which he may express his wants and needs and tell of the happenings of the school, which is a little world to him.

In the spring of 1913, Misses Bock, Benbow and Ervin resigned to accept positions in other schools, and Miss Sallee was transferred to the main building as speech teacher in the advanced department. To fill these vacancies Miss Shurtleff, from the Scranton Oral School, Misses Berger and Wilkinson, from the Mystic Oral School, and Miss McGill, from the Pennsylvania Institution, were appointed. Miss Lucile Pearson, a graduate of the Normal training class, was appointed additional teacher.

The vacancies caused by resignations last June, of Mrs. Watt and Miss Berger were filled by Miss Florence Carter, a teacher of experience, and Miss Babcock, a graduate of the Normal training class. Miss Trogdon, another a graduate of the training class, was also appointed. These young women trained in the school by the Principal, Miss Peck, came enthusiastic as well as prepared to do good work.

I wish to take this opportunity to thank you and the Board of Directors for the piano, which has lately been put in Goodwin Hall. By doing this you have made it possible for us to make a beginning in voice culture, and rhythm, using the piano to cultivate the perception of vibration. This work was introduced in the school by the principal last March, after her visit to northern schools. I have also visited schools recently and was particularly interested to see what was being done in this line of work, and feel that much can be accomplished in improving the speech of deaf children by the use of the piano.

We have three classes of boys, ten in each class, who have lessons in primary handicraft from one to two periods in each week. They are under the instruction of Miss Lucile Pearson. In the training of hand and eye this work has proven of great value.

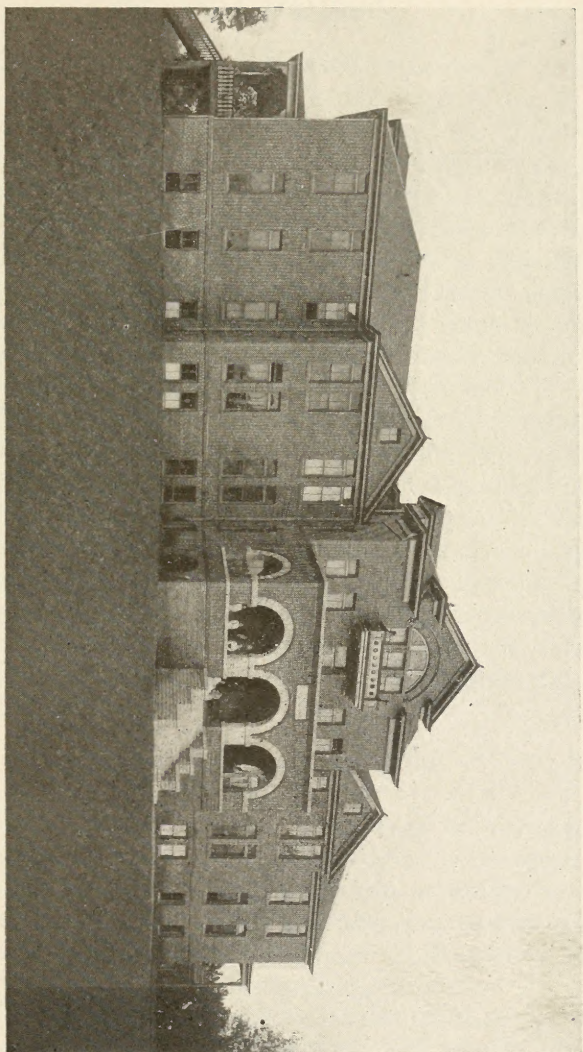
With grateful appreciation, both to you and the principal, for your advice and help, and with thanks for the hearty co-operation of all teachers and officers in the department,

Respectfully submitted,

EUGENIA T. WELSH,

Supervising Teacher of Primary Department.

November 30th, 1914.



GOODWIN HALL.

INDUSTRIAL TRAINING.

Is education ever complete without some sort of industrial training? Education is threefold,—that of the head, hand and heart, and with either left out, we would be handicapped and not what our Creator intended we should be. It has been our aim to teach every boy and girl, first to be industrious, and that labor is honorable, and that regardless of one's means he should have industrial training, and to this end we have four industrial departments for the boys, where we endeavor to teach, at least the rudiments and primary principles of the trades or industries studied. It is to be regretted that most of our pupils leave school too young to be considered experts in the trades studied, but it is gratifying to note that almost all of them do acquire a habit of work that enables them to go out and become self-supporting and many of them attain success in the various vocations. It is believed that a larger per cent of the deaf become self-supporting and make a greater success than their hearing brothers and sisters brought up under the same environments, indeed under the same roof, and we naturally attribute this to their training.

TYPESETTING AND PRINTING.

We contend that so far as actual work is concerned, the deaf man can make as good a printer as if he were not deaf, though he may be handicapped in obtaining work because of the inability of his hearing employer to communicate with him readily, but many do become expert printers, both as hand and linotype operators.

In our printing department we do the printing for the school, publish the *Deaf Carolinian*, a bi-weekly, eight paged paper. In publishing this little paper its object is twofold—first to furnish typesetting for the boys for

their training, and then to act as a medium between the school and the homes of the children. Every parent should subscribe to it, though it is not expected to be of any net income to the school.

The legislature two years ago appropriated \$2700 to purchase a linotype machine, and we have installed a model eight of the Mergenthaler machine, which is meeting our expectations in interest and in value of training.

OUR FARM.

About eighty per cen. of our boys come from the country homes, the best place to rear a boy, and we contend that it is the best place for the deaf boy from the country to live after he leaves school. He can earn a good living and meet less difficulty in competition than in any other vocation, in an agricultural state especially. Many of our boys who grow up in the country, insist on being printers, wood workmen or shoemakers, rather than following farming, while very few stay till they reach years of sufficient maturity to get any considerable knowledge of farming, except the practical side, as the average country boy learns from his father. Our boys on the farm have only two hours a day in whatever work the season on the farm affords. They help work in preparing the planting and cultivating and harvesting the crops. They are not prepared at their age and advancement with us to take a course in agriculture.

Our farm produces reasonably good crops for this land. We have not had to buy dry feed in seventeen years, though we keep about twenty-five head of cows and six to eight head of horses. We produce good grain crops, much of which is used for bread, and we produce good crops of sweet potatoes, and garden vegetables in season for the school, and when seasons permit, put up canned goods for winter use.

We have a fine herd of Holstein cows, from which we get an excellent supply of milk for the children.

We have a good herd of Berkshire hogs.

WOODWORK AND CARPENTRY.

In assigning boys to the industrial departments, we consult parents and accede to their wishes as far as possible. This department affords an opportunity of considerable educational value, as well as acquiring skill in the use of tools in actual trade work. A young deaf man who is industrious, and a fair carpenter, can earn good wages in almost every community. But it must be borne in mind that our boys leave us before they reach mature manhood. Hence in this department, as in the other industrial departments, they can acquire only primary principles of a trade.

SHOEMAKING AND LEATHER WORK.

This department serves us well in doing the needed repairs for the school, but very few of our boys follow the trade after leaving school. But the training obtained in the department has its educative value, though they may not follow the trade. The trade really affords an opportunity to earn a good living in any community, for there is always demand for a good shoemaker.

MILITARY INSTRUCTION.

Two years ago the Superintendent, after careful study and observation of military discipline, recommended to the Board of Directors, the introduction of military training in this school, and the Board adopted the rec-

ommendation and instructed the Superintendent to find a suitable instructor for the department. Upon recommendations, both as to ability and character, I succeeded in securing Mr. Vernon S. Birck, a graduate of Gallaudet College, and a former graduate of the New York Institution for the Deaf, to take the dual position of boys' supervisor and military instructor. We obtained the co-operation of the parents in furnishing uniforms and began the new feature in September, 1912. At the beginning of the session of 1913, the War Department of the United States Government furnished us with Springfield rifles and necessary equipment of the regular army type. Major Birck began instruction in the Manual of Arms and tactics given in the best military schools. The results have been most gratifying. It has created a fine spirit among the boys, and has added very materially in discipline, and we are much gratified at the work done by Major Birck and our cadets. The boys like the exacting discipline. At the close of the session of 1913-1914, Col. J. T. Gardner, of Shelby, examined the cadets and acted as judge in a competitive drill in the Manual of Arms and awarded the medal for Company A to Ira Sewell, of Bladen county, and to Raymond Maulsby, Company B, of Wilmington. These medals were Donated by Mr. Leon A. Birck, of New York. The results of these two years in military training has proven most satisfactory. It has aided materially in discipline, physical training and development.

INDUSTRIAL TRAINING FOR THE GIRLS.

We have no trades teaching for the girls, but they receive regular instruction in sewing and dress making, cooking and domestic work. Under a competent teacher they are taught dress making, and many of them, upon leaving school, can make any garment that is usually made in their homes, and do it better than their hearing sisters in most instances.



OUR CADET UNIFORMS

They also assist in preparing one meal a day, six days in the week, under instruction of house-keeper. They learn ironing, keep their dining room, attend to the sleeping apartments and do general domestic work, that every girl should know, regardless of what sort of home she comes from.

PRIMARY HANDICRAFT DEPARTMENT.

We have long felt that there is much educative value in handicraft training, and as years of experience pass, I am more impressed with the possibilities from an educative standpoint, of handicraft in disciplinary value, as well as the technical training for its earning value.

Several years ago we began primary handicraft, and the result has proven worth while. It is the rarest instance where we find a boy or girl, who cannot be awakened and interested in handicraft.

In our primary school they have the most primary exercises in paper cutting and folding, raffia weaving, and simpler basketry. The advanced primary pupils take basketry, and some of the more mature boys take joinery, using many carpenter's tools at the bench. All of this work has proven of value, both as disciplinary and educative. We believe the truency question in large cities, and factory localities, could be solved by proper handicraft instruction.

MORAL AND RELIGIOUS INSTRUCTION.

While the school does not teach religion from a sectarian view, the child is dependent upon the school for his training, both in religion and morals. We have repeatedly said that though a child is naturally bright, he is pitifully ignorant, till taught by one who knows his condition and limitations. Normal children acquire much from their environments; from what they hear at their mother's knee. Not so with the deaf. He comes to us eager to

learn, with an acquiring disposition. But it takes time and patience to unlock and unfold to him that which has been hidden.

We have Sunday school, requiring every child to attend under his teacher, and all attend chapel twice every Sunday. Both oral and manual pupils attend chapel, services being conducted in sign language by our Chaplain. When a child has sufficiently advanced to read the Bible, a copy is given him, and he is taught to reverence its teaching. The older pupils have for years had their own religious societies, and come together, usually Sunday evenings under the guidance and help of some older persons. They now have the Young Peoples Christian Association, the work and purpose of which is that of the Christian Endeavor Society. We think their Christian Society work has been a factor in developing their moral and religious character.

We frequently have ministers from various denominations preach through an interpreter in our chapel. Many parents have expressed their gratification and gave their most cordial approval of the training of their children in moral and religious life.

THE FEEBLE-MINDED.

For many years we have advocated the establishment of a School for the Feeble Minded children. Its realization is most gratifying to this school, for we have come in contact with those needing it, and we have felt that a great Christian Commonwealth would sooner or later open the way for the amelioration of the suffering of this, the most afflicted class, as well as to relieve the homes from which they come. No state will ever be poorer for spending its means to relieve the afflicted members of its great family, and it will not have done its full duty till provisions have been made for every one of that class.

OUR STAFF OF TEACHERS AND OFFICERS.

We too often think of a school as being built of brick and mortar, with material equipment. This is all necessary, but after all, regardless of the most elaborate equipment, the most essential thing is an efficient corps of teaching force. It has not been many years since there were no special requirements for the teachers of the deaf, except that one should be of good moral character, and of fair education. But today special training is required, and to be eligible to a position in any of the leading schools for the deaf of today, one should have a year's special training, and to be eligible for this training, one must be a graduate of a reputable college, or possess a first grade certificate to teach in the public schools of her state.

We congratulate ourselves upon our corps of trained expert teachers, who are capable and efficient. Our school has lost many excellent teachers, because they could command much larger salaries elsewhere. We in turn go to other schools to fill these vacancies.

At present we have four young women who came to us well recommended and well equipped for normal training, preparing to teach the deaf, and there is no doubt that their services will be in demand in this or some other school, at reasonably good salaries.

OUR FORMER PUPILS.

Our school has touched the life of some eight hundred homes, and many of our former students are doing well, and many of them doing the best of any member of the families from which they came.

Among our former graduates, one is in a Navy Yard commanding splendid salary. Four are literary teachers in other State schools for the deaf and one other teaching agriculture in a school for the deaf, and another supervisor in a western school, and almost without exception

our former students are earning their own living, both young men and young women.

OUR FINANCES.

It has been our custom from the beginning to endeavor to live within our income, while on several occasions, it required the strictest economy to "make ends meet," we have never reported great debt.

We are gratified at the close of this biennial period, regardless of high prices, to report out of debt. We could have used more in legitimate lines, had we had the means, but I contend, except under extraordinary conditions, we should not go in debt.

We need an infirmary which we have repeatedly asked for. We may be seriously embarrassed sometime for lack of it.

We need a gymnasium. Almost every school in the land has one and we hope some time the Legislature will provide for it.

I refer you to the financial report of J. R. Clodfelter, our steward and clerk.

STEWARD'S REPORT.

To the Board of Directors,

North Carolina School for the Deaf and Dumb.

Dear Sirs:—I beg to give below classified report of the receipts and disbursements of this school covering the two fiscal years, from November 30th, 1912, to November 30th, 1914.

RECEIPTS.

Appropriation for Support, 1912-13.....	\$62,500.00
Appropriation for Support, 1913-14.....	62,500.00
Cash Receipts turned over to B. R. Lacy, Treas. Ex-off..	11,794.31
Appropriation for Linotype and Boiler House, 1912-13...	7,750.00
Remaining with Steward	1,000.00

\$145,544.31

DISBURSEMENTS.

	1912-13	1913-14
Hardware	\$ 915.15
Telephone, Telegraph, Postage	156.40	365.28
Commissary	10,324.96	12,262.01
Cows and Horses	382.30	85.00
Directors	400.07	473.69
Kitchen and Dining Room	387.58
Farm	3,044.37	3,846.35
Furnishings and Household Supplies	1,593.14	1,680.03
Laundry	199.29	205.60
Amusements, Athletics, etc.....	236.63	487.50
Painting and Repairs	1,234.65	3,450.50
Machinery and Supplies	635.25	905.04
Teachers, Officers and Employes ...	33,315.61	35,444.53
Linotype	3,000.00
Printing	451.30	359.52
Stationery and Books	1,344.88	1,147.44
Shoe Shop	1,029.92	1,124.17
Fuel	4,399.83	3,955.38
Travelling Expenses	259.59	315.68
Drugs	539.61	425.53
Water Line	1,214.08	2,181.86
Boiler House	4,946.91
Cement Walk	787.95
Miscellaneous	276.13
	<hr/>	<hr/>
	\$70,688.02	\$69,102.69
Disbursements for 1912-13.....	\$70,688.02	
Disbursements for 1913-14		69,102.69
Warrants unpaid November 30th, 1912		5,720.42
Balance		33.18
		<hr/>
		\$145,544.31

Respectfully submitted,
J. R. CLODFELTER, Steward.

November 30th, 1914.

OUR NEEDS FOR THE NEXT BIENNIAL PERIOD.

For Support	\$70,000.00 annually
For dairy and cow barn	\$2,000.00.
For additions to carpenter shop and equip- ment	\$2,000.00.
For Specialist for eye, ear, throat, nose and teeth	\$1,000.00.

THIS IS A SCHOOL, NOT A CUSTODIAL HOME.

I sincerely and earnestly recommend that you ask the approaching legislature to define our institution as educational,—to be classed with schools, and not as charitable, for education is our mission. It would not change our status in the least, but it would be most gratifying to the deaf themselves. The majority of states have made this classification, and a large majority of them have also dropped from their title the word “dumb.” A large majority when educated are not dumb, and the term is obnoxious to all of them.

INSPECTION OF THE STATE BOARDS.

We appreciate the interest the State Board of Health, The Board of Public Charities and the Board of Internal Improvements have manifested in us. We have found all most cordial and sympathetic in their interest to help us. Their co-operation has always been encouraging to the management.

CONCLUSION.

To make the school the greatest success, it requires not only the co-operation of teachers, officers and employees, but the wisest and most faithful co-operation of the Board of Directors. Indeed, we need the sympathy

and co-operation of every good citizen of the State. We congratulate ourselves upon having an able, conservative and safe Board of Directors. We feel that we have the co-operation and appreciation of most parents, whose children we have under our care, and a host of friends throughout the State, who know us best.

In conclusion as superintendent, I want to thank teachers and officers and employees for their co-operation and interest in the advancement and welfare of the school, the Board as a body and individually, I want to thank for the courteous consideration of me in the discharge of my duties.

Respectfully submitted,

E. McK. GOODWIN, Supt.

N. C. School for the Deaf and Dumb.

November 30th, 1914.

GENERAL INFORMATION

The North Carolina School for the Deaf and Dumb is purely a school for the education of the deaf, and not simply a custodial home, where children are to be cared for a term of years. It covers the public school course. It is not a hospital where children are treated for disease, with the hope of recovering hearing.

The law fixes the age of attendance, from eight years to twenty-three years, and applicants must be of sound mind and of good moral character to be eligible. The school cannot admit and keep in school children who are feeble-minded or idiotic. Our methods are not intended for such cases, nor are we prepared to care for them. If deaf children are physically strong and well developed they should enter school at eight years of age. We can accomplish much more for them, and especially is it to their advantage in speech, and ability to read speech, to enter at an early age.

If parents are in indigent circumstances, and not able to pay traveling expenses to and from the school, their respective counties will do it upon certain affidavits being filled out and furnished to the Superintendent.

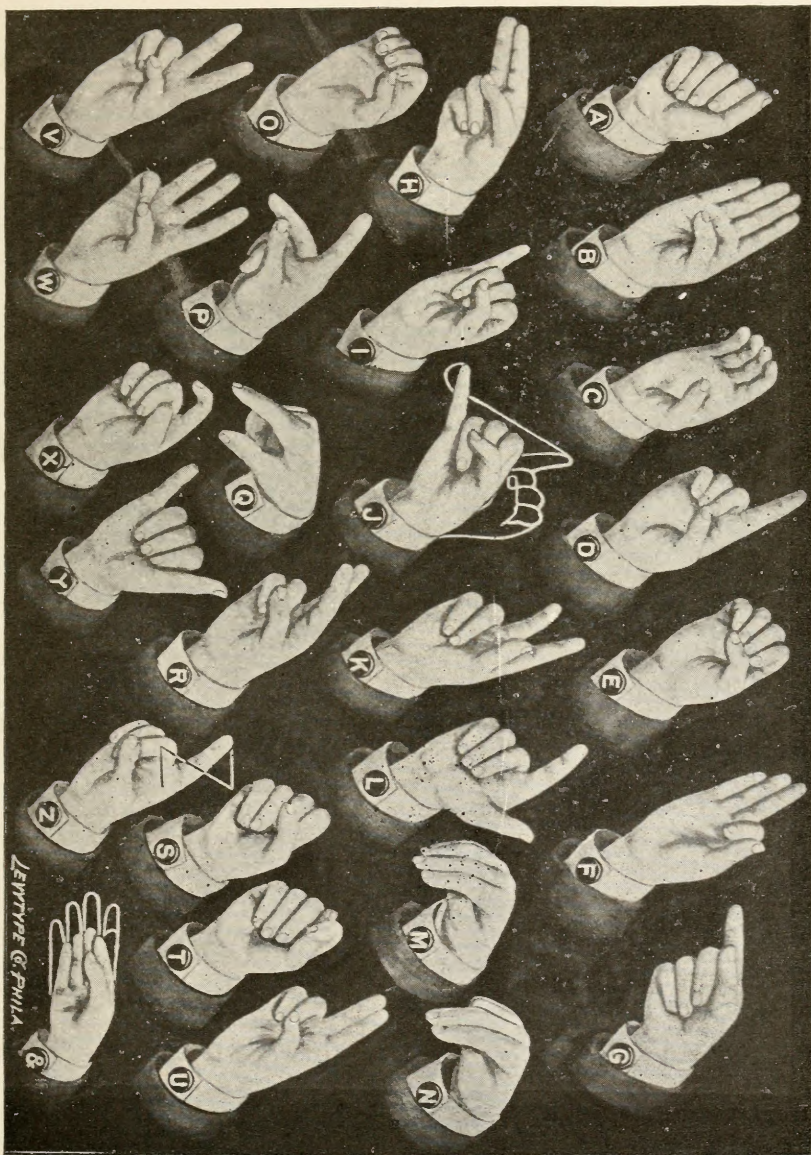
We want the names of every deaf child in North Carolina, not in school, and the management most earnestly asks the aid of every good citizen in the State in obtaining the same. Especially do we ask the good offices of teachers, school trustees, physicians, and ministers of the various denominations, to assist us and thereby help the deaf children to receive their rights by inheritance and the beneficence of a generous citizenship.

We have a compulsory attendance law, and if you know of a deaf child not in school, some parent is breaking the law, and the child needs your help.

Address all business matter of the school to

E. McK. GOODWIN,

Superintendent.



LIST OF PUPILS.

BOYS.

Name.	Parent or Guardian.	Post-office.	County.
Alderman, Linwood.	Mrs. J. W. Alderman.	Wilmington	New Hanover
Austin, Alonzo	L. Austin	Big Lick	Stanly
Aycock, Herman	Mrs. B. F. Aycock	Fremont	Wayne
Baugh, Willis	James Baugh	Raleigh	Wake
Barnes, Matt	R. F. Barnes	Gumberry	Northampton
Benfield, Willie	R. C. Benfield	Concord	Cabarrus
Bean, Hezekiah	Mrs. M. J. Grubb	Denton	Davidson
Belk, Jas. H., Jr.	Jas. H. Belk	Marion	McDowell
Bevar, Roscoe	T. R. Bevar	Charlotte	Mecklenburg
Belk, Warren	James Belk	Monroe	Union
Bowman, Dewey	W. P. Bowman	Granite Falls	Alexander
Bowman, Earl	W. P. Bowman	Granite Falls	Alexander
Bracey, Walter	M. T. Bracy	Roxobel	Northampton
Brown, Augustus	Mrs. Victoria Price	Genville	Jackson
Brown, Charles	J. S. Brown	Kinston	Lenoir
Brown, Everett	Lacy Brown	Burlington	Alamance
Brown, Everett	E. W. Brown	Hickory	Catawba
Brown, Samuel	Jesse Brown	Catawba	Catawba
Brown, Landy	R. L. Brown	Clarkton	Scotland
Brooks, Golden	D. I. P. Brooks	Sladesville	Hyde
Bunn, Rodney	D. T. Bunn	Spring Hope	Franklin
Bunn, Luther	D. T. Bunn	Spring Hope	Franklin
Bunnell, William	Bragg Bunnell	Parkton	Robeson
Butler, Beecher	R. L. Butler	Roseboro	Sampson
Butts, Charles	W. L. Butts	Grimesland	Pitt
Bullock, Robert	R. D. Bullock	Rocky Mt.	Edgecombe
Calhoun, Charles	J. P. Calhoun	Summerfield	Guilford
Calhoun, James	J. P. Calhoun	Summerfield	Guilford
Cain, Robert	J. C. Cain	Kernersville	Guilford
Cain, Miller	J. C. Cain	Kernersville	Guilford
Call, Vestal	J. M. Call	Mocksville	Davie
Campbell, McKinly	J. W. Campbell	Magnetic City	Mitchell
Canady, George	E. G. Canady	Polkton	Robeson
Camp, Everett	E. B. Camp	Waynesville	Haywood
Cash, Bractor	R. B. Cash	Creedmoor	Granville
Cook, Raymond	Mrs. T. H. Cook	Salisbury	Rowan
Cockrell, Earl	Mrs. Nannie Cockrell	Kinston	Lenoir
Cox, Freddie	W. D. Cox	Charlotte	Mecklenburg
Culbreth, Junius	Thos. Culbreth	Raeford	Cumberland
Daniels, Robert	W. S. Daniels	Newland	Avery
Davis, Montie	J. D. Davis	Fairview	Buncombe
Davis, Rochelle	M. T. Davis	Castalia	Nash
Duncan, Sandy	Mrs. Nannie Owen	Durham	Durham
Duncan, William	E. M. Ellis	Morrisville	Wake
Eason, Victor	J. R. Eason	Waxhaw	Union
Earney, William	Frank Earney	Charlotte	Mecklenburg
Eaton, John	S. W. Eaton	Stoneville	Stokes
Edmondson, Linw'd.	F. M. Edmondson	Oak City	Martin
Edmondson, Jerome	F. M. Edmondson	Oak City	Martin

Name.	Parent or Guardian.	Post-office.	County.
Falls, Clifton		Charlotte	Mecklenburg
Fairecloth, Romulus..	James Fairecloth	Autryville	Sampson
Floyd, Robert	W. H. Floyd	Windsor	Bertie
Gallimore, Jesse ..	Marcellus Gallimore ..	Lexington	Davidson
Gallimore, Elmer ..	Marcellus Gallimore ..	Lexington	Davidson
Gallimore, Lester ..	Marcellus Gallimore ..	Lexington	Davidson
Gardner, William ..	Mrs. Jodie Gardner...	Durham	Durham
Gatewood, Harry...	S. B. Gatewood	Danville, Va.	Casewell
Gibbs, Joe	J. P. Gibbs	Linville	Yancey
Gibson, Barna	Calvin R. Gibson	Mt. Carmel	Montgomery
Glisson, Ernest	A. J. Glisson	Goldsboro	Wayne
Gobble, Gaither	Baxter Gobble	Hamlet	Richmond
Gobble, Warren ..	Baxter Gobble	Hamlet	Richmond
Green, Hewell	Robert Green	Gates	Gates
Green, Mandley ...	N. J. Green	Baird's Creek ...	Pamlico
Green, Louis	J. M. Green	Rufus	Caldwell
Gordon, Charles ...	V. B. Gordon	Brown's Summit ..	Guilford
Goff, Thomas	T. L. Goff	Rocky Mount ...	Edgecomb
Hampton, Wade ...	D. M. Hampton	Day Book	Yancey
Hampton, Woodford..	D. M. Hampton	Day Book	Yancey
Hampton, Craig ...	D. M. Hampton	Day Book	Yancey
Hamrick, Thomas ...	T. W. Hamrick	Shelby	Cleveland
Harris, David	David Swindell	Ashwood	Pamlico
Harwood, Charles..	W. H. Harwood	Big Lick	Stanly
Hauser, Walter....	Dr. L. A. Hauser	Wilkesboro	Wilkes
Hare, Walter	Mrs. Laura Hare	Pikeville	Wayne
Hannah, David....	W. R. Hannah	Ola	Jackson
Hendley, John	J. A. Hendley	Cedar Hill	Anson
Hedrick, Hayes ...	Joe Hedrick	Silver Hill	Davidson
Henderson, Robert..	W. E. Henderson	Clyde	Haywood
Herron, Mack	J. M. Herron	Charlotte	Mecklenburg
Highsmith, David..	J. D. Highsmith	Parkersburg	Sampson
Hight, Brantley ...	S. R. Hight	Candor	Montgomery
Horton, Ray	E. D. Horton	Holly Springs ...	Harnet
Holt, Rufus	F. R. Holt	Winston-Salem, ..	Forsyth
Hopkins, Harry ...	J. R. Hopkins	Skinnerville ...	Washington
Howard, Minor	B. H. Howard	McAdenville	Gaston
Hurt, Pearl	Mrs. M. A. Hurt	Norwood	Stanly
Hyatt, Joe	J. B. Hyatt	Polkton	Anson
Ingram, Gordon ...	May Ingram	Goldsboro	Wayne
Isenhour, Marvin....	D. P. Isenhour	Taylorsville	Alexander
Jacks, Carl	J. L. Jacks	Olin	Iredell
Jenkins, Dewey ...	Mrs. Lizzie Jenkins..	Nelson	Durham
Johnson, Robert...	Cling Johnson	Windy Gap	Wilkes
Johnson, Vilas ...	Cling Johnson	Windy Gap	Wilkes
Justice, Leo	Mrs. J. W. Goley	Wilmington	New Hanover
Justice, Glenn....	L. P. Justice	Lynn	Polk
Killough, Robert ...	Rufus Killough	Matthews	Union
King, Charles	Leanda Henderson ...	Canton	Haywood
Ketner, Frank	C. W. Ketner	China Grove	Rowan
Ketner, Clarence..	C. W. Ketner	China Grove	Rowan
Knotts, Charlie ...	J. N. Knotts	Pee Dee	Anson

Name.	Parent or Guardian.	Post-office.	County.
Kuykendall, Edgar L.	W. Kuykendall	Waynesville	Haywood
Landers, Benjamin	Z. B. Landers	Alleghany	Madison
Landers, Olivet	Z. B. Landers	Alleghany	Madison
Lane, Butler	Thomas Lane	Stantonsburg	Wilson
Lazenby, Avery	J. W. Lazenby	Mooreville	Rowan
Lazenby, Hugh	J. W. Lazenby	Mooreville	Rowan
Larkins, John	W. S. Larkins	Point Caswell	Pender
Lawrence, Obediah	A. W. Lawrence	Clemmons	Forsyth
Lavendar, Thomas	E. M. Lavendar	Old Fort	McDowell
Lewis, Corbett	Willis Lewis	Stacy	Carteret
Lewis, Willie	Willis Lewis	Stacy	Carteret
Leonard, David	C. T. Leonard	Collettsville	Caldwell
Lindsay, Barnett	Mrs. Maggie Edwards	Almond	Swain
Long, Vance	Oliver Long	Hallsboro	Columbus
Luck, Warren	E. F. Luck	Progress	Montgomery
Maultsby, Raymond	Henry Maultsby	Wilmington	New Hanover
Millard, McJoel	J. H. Millard	Mt. Olive	Wayne
Millard, George	J. H. Millard	Mt. Olive	Wayne
Miller, Horace	W. F. Miller	Iron Station	Gaston
Mixon, Noah	B. B. Mixon	Aurora	Beaufort
*Moore, Coy	G. H. Moore	Risden	Caldwell
Moore, Pender	J. W. Moore	Raeford	Hoke
Morrison, Paul	Newton Morrison	Eufola	Redell
Morrill, Jenness	Dr. Jenness Morrill	Falkland	Pitt
McMahon, Esbon	Marion McMahon	Morganton	Burke
McCandless, Bill	E. A. McCandless	Canton, Ga.	Cherodie
McLean, Charles	Hector McLean	Lumber Bridge	Hyde
McSwain, Buford	A. F. McSwain	Shelby	Cleveland
McSwain, Carver	O. L. McSwain	Shelby	Cleveland
Nicholson, Leslie	J. T. Nicholson	Hamptonville	Yadkin
Odell, Floyd	Mrs. Sarah Odell	Spray	Rockingham
O'Neal, Adolphus	Mrs. Nancy O'Neal	Ocracoke	Hyde
O'Neal, Millard	Mrs. Nancy O'Neal	Ocracoke	Hyde
Partin, George	G. B. Partin	Durham	Durham
Pike, Numer	William Pike	Greensboro	Guilford
Poole, Douglas	John H. Poole	Asheboro	Randolph
Pridgen, Otis	Willie Pridgen	Wilson	Nash
Pugh, Frank	Franklin Pugh	Asheboro	Randolph
Reece, Oscar	Joseph Reece	Selica	Transylvania
Reich, Ralph	W. S. Reich	Elkin	Surry
Register, Teberan	William Register	Old Dock	Columbus
Ritchie, Truedell	M. M. Ritchie	Richfield	Stanly
Riddle, McGoodwin	J. D. Riddle	Jonesboro	Moore
*Sawyer, Willis	Jas. H. Sawyer	Greensboro	Guilford
Scarborough, Jas	Z. B. Scarborough	Avon	Dare
Sentell, Carl	J. R. Sentell	Tuxedo	Henderson
Sentell, Eugene	J. R. Sentell	Tuxedo	Henderson
Seawell, Leon	W. A. Seawell	White Oak	Brunswick
Seawell, Ira	W. A. Seawell	White Oak	Brunswick
Senter, Wray	W. H. Senter	Apex	Wake
Segroves, Howard	R. P. Segroves	Apex	Wake
Shackleford, Rich'd	W. I. Shackelford	Walstonburg	Green

Name.	Parent or Guardian.	Post-office.	County.
Shoe, Burt	A. D. Shoe.....	Mt. Pleasant ...	Montgomery
Shore, Herbert	Rufus Shore.....	Winston-Salem ..	Forsyth
Shelton, Covell	J. A. Shelton.....	Carmen	Madison
Shelton, Glenn.....	Sanford E. Shelton...	Lewisville	Yadkin
Shelton, Oscar.....	W. B. Shelton.....	Alleghany	Madison
Sizemore, Dewey....	E. G. Sizemore.....	Martin	Yadkin
Smith, Paul	John Smith.....	Bryson City	Swain
Snider, Ray	J. W. Snider.....	Denton	Davidson
Soles, Dorus	Aaron Soles.....	Tabor	Columbus
Sox, Cecil	L. E. Sox.....	Henderson	Vance
Sox, Landy	L. E. Sox.....	Henderson	Vance
Summitt, Spurgeon..	W. P. Summitt.....	Cherryville	Gaston
Sullivan, Edgar....	C. R. Sullivan.....	Norlina	Warren
Swann, Roy.....	W. F. Swann.....	Lynn	Polk
Sykes, Floyd	Walter Sykes.....	Burlington	Alamance
Taylor, Mark	J. P. Taylor.....	LaGrange	Lenoir
Taylor, James	J. B. Taylor.....	Wilmington	New Hanover
Templeton, Robert..	Franklin Templeton...	Olin	Iredell
Thomason, Willie...	Hiram Thomason.....	Lexington	Davidson
Triplett, Ross	Gwyn Tripplet.....	Granite Falls	Caldwell
Turner, Cecil	Thomas D. Turner....	Grover	Cleveland
Upchurch, Otis ...	R. J. Upchurch.....	Centerville	Franklin
Vestal, Marvin	John Vestal.....	Spray	Rockingham
*Wade, Claude	Mrs. Annie Wade....	High Point	Guilford
Walker, Henry	H. W. Walker.....	Apex	Wake
Walker, Andrew....	H. W. Walker.....	Apex	Wake
Ward, William....	Daniel Ward.....	Alreds	Stanly
Watts, James	J. H. Watts.....	Taylorsville	Alexander
Warren, Loraine...	Mrs. Annie Parker....	Kernersville	Forsyth
Wamsley, Charles..	C. C. Wamsley.....	Rocky Mount	Edgecombe
West, Julian	Geo. West.....	Kinston	Lenoir
West, Donald	Pharba West.....	Thornwall	Harnet
Wells, Thomas	Frank Wells.....	Fayetteville	Cumberland
White, Alonzo	Miss Lula White....	Elizabeth City ..	Pasquotank
Williams, Jonas....	J. B. Williams.....	Inez	Warren
Wilson, Fred.....	Ned Wilson.....	Wilhite	Yancey
Wilson, Andrew .	J. W. Wilson.....	Chapel Hill	Orange
Wilson, Donally ...	J. W. Wilson.....	Reece	Watauga
Williams, Joe	M. D. Williams.....	Hackney	Chatham
Williams, Ulmont..	J. T. Williams.....	Cooper	Sampson
Widenhouse, Glenn..	M. L. Widenhouse....	Concord	Cabarrus
Woodard, William..	Calvin Woodard.....	Black Creek	Wilson
Wright, Ernest ...	F. W. Wright.....	Wilmington	New Hanover
Yoder, Adolphus ..	O. E. Yoder.....	Hickory	Catawba
Zachary, Alfred....	A. L. Zachary.....	Snow Camp	Alamance

GIRLS.

Adams, Lena	Mrs. N. Adams	Vanceboro	Craven
Bartlett, Victoria ..	J. H. Bartlett	Mt. Olive	Duplin
Bachelor, Mary ...	George Adams	Wilson	Wilson

Name.	Parent or Guardian.	Post-office.	County.
Baker, Sadie	Lush Baker	Drexel	Burke
Ballard, Pauline ...	T. C. Ballard	Arden	Henderson
Beaver, Carrie	J. P. Beaver	China Grove ...	Rowan
Bigham, Lillie	J. H. Bigham	Matthews	Union
Blackwell, Gladys ..	Bernard Blackwell ...	Ruffin	Rockingham
Black, Della	John T. Black	Shelby	Cleveland
Bohanan, Irene ...	Mrs. Katie Bohanan ..	Cooleemee	Davie
Boggs, Edith	J. L. Boggs	Brevard	Transylvania
Bowers, Mary	J. H. Bowers	Albemarle	Stanly
Bridgers, Winnie ..	A. E. Bridgers	Margarettsville ..	Northampton
Bradshaw, Ruby	J. D. Bradshaw	Biscoe	Moore
Brown, Emma	R. L. Brown	Laurel Hill	Scotland
Brown, Cordia	Jesse Brown	Catawba	Catawba
Bunnell, Mary	Bragg Bunnell	Parkton	Robeson
Bunnell, Nina	Bragg Bunnell	Parkton	Robeson
Capps, Eva	Walter Capps	Princeton	Wayne
Chandler, Emma ...	Mrs. R. T. Chandler ...	Virgilina	Granville
Cook, Emma	Henry Cook	Round Peak	Surry
Cox, Bessie	H. M. Cox	Buffaloford	Randolph
Coltrane, Pearl	W. M. Coltrane	Winston-Salem ...	Forsyth
Correll, Rettie	Mrs. Elizabeth Correll ..	Boonford	Mitchell
Crawford, Minnie ...	Hamilton Crawford ...	Tuckaseegee	Jackson
Davis, Rochelle ...	M. T. Davis	Castalia	Nash
Deadman, Blanche..	J. F. Deadman	Salisbury	Rowan
Drum, Eva	J. B. Drum	Catawba	Catawba
Durham, Mary	W. J. Durham	Roscoe	Chatham
Durham, Josie	W. J. Durham	Roscoe	Chatham
Eaton, Ella	Sidney Eaton	Stoneville	Stokes
Edmondson, Lucile..	F. M. Edmondson	Oak City	Martin
Ezell, Ruth	J. J. Ezell	Charlotte	Mecklenburg
Ferguson, Etta	J. C. Ferguson	Concord	Cabarrus
Ferree, Nelma	Everett Ferree	Ramseur	Randolph
Fleming, Alice	J. W. Warner	Raleigh	Wake
Fowler, Ora	Charlie Fowler	Pilot Mt'n	Surry
Freeze, Mary	Mrs. M. S. Revis	Statesville	Iredell
Fry, Catherine	Mrs. Annie Fry	Taylorsville	Alexander
Gallo, Clara	L. H. Gallop	Harbinger	Currituck
Gallimore, Carrie ..	Marcellus Gallimore ..	Lexington	Davidson
Gill, Bessie	L. E. Gill	Henderson	Vance
Gill, Minnie	L. E. Gill	Henderson	Vance
Green, Blanche	J. T. Green	Belhaven	Beaufort
Guy, Julia	Mrs. Eliza Guy	Peoria	Watauga
Hamilton, Irene	J. A. Hamilton	Chalybeate Spgs. ..	Harnett
Hampton, Ethel	J. H. Hampton	Black Mt'n	Buncombe
Hardin, Alice	J. N. Hardin	Forest City	Rutherford
Hendrix, Bessie ...	G. H. Hendrix	Velmead	Caldwell
Hill, Kate	E. H. Hill	Newport	Carteret
Hollar, Elsie	Dr. O. L. Hollar	Hickory	Catawba
Hollar, Bessie	Alonzo Hollar	Newton	Catawba
Howell, Eunice	J. R. Howell	Ansonville	Anson
Huggins, Lida	Guy A. Huggins	Hickory	Catawba
Huffman, Grace ...	Mrs. Candace Huffman ..	Conover	Catawba

Name.	Parent or Guardian.	Post-office.	County.
Huffman, Eva	Richard Huffman	Goldsboro	Wayne
Jones, Blanche	Mrs. Sallie Haithcock	Albemarle	Stanly
Jones, Jennie	Mrs. Sallie Haithcock	Albemarle	Stanly
Julian, Elizabeth	David Eckard	Charlotte	Mecklenburg
Kennedy, Mary	A. F. Kennedy	Greenville	Pitt
Kendall, Eva	H. L. Kendall	Cottonville	Stanly
Ketner, Edith	C. W. Ketner	China Grove	Rowan
Kirby, Ruth	E. F. Kirby	Canton	Haywood
Kirby, Earl	E. F. Kirby	Canton	Haywood
Knotts, Willard	J. N. Knotts	Pee Dee	Anson
Leigh, Irma	S. E. Leigh	Elizabeth City	Pasquotank
Lewis, Mollie	E. H. Lewis	Raleigh	Wake
Lewis, Lydia	Willis Lewis	Stacy	Carteret
Little, Alice	R. J. Little	Cheraw, S. C.	
May, Beulah	John May	Brown's Summit	Guilford
Mauney, Ida	E. J. Honeycutt	Concord	Cabarrus
Mason, Gertrude	Webster Mason	Stacy	Carteret
Mebane, Alma	R. J. Mebane	Burlington	Alamance
McCurry, Rebecca	J. L. Walsh	Marion	McDowell
McCanless, Kath'n	E. A. McCanless	Canton, Ga	
McCall, Priscilla	R. A. McCall	Morganton	Burke
McFarland, Lillian	W. A. McFarland	Oxford	Granville
McBane, Julia	S. F. McBane	Snow Camp	Alamance
McKenzie, Lillie	W. M. McKenzie	Jackson Sp'gs	Moore
McMahan, Wavie	Marion McMahan	Morganton	Burke
McDaniel, Dona	W. S. McDaniel	Sweptsonville	Alamance
Milligan, Pearl	Mrs. Laura Milligan	Salisbury	Rowan
Morgan, Gladys	Jesse Morgan	Ieicester	Buncombe
Morrison, Sallie		Webster	Jackson
Moore, Blanche	J. C. Moore	Greensboro	Guilford
Mull, Emma	W. P. Mull	Brevard	Transylvania
Mundy, Fay	McLean Mundy	Denver	Lincoln
Patterson, Jessie	E. M. Patterson	Spencer	Rowan
Paris, Lizzie	Dr. O. J. Paris	Graham	Alamance
Paxton, Miriam	Chrisper Paxton	Glendale	Ashe
Park, Sarah	C. C. Park	Round Peak	Surry
Pierce, Cora	W. S. Pierce	Windsor	Bertie
Pike, Hazel	W. T. Pike	Greensboro	Guilford
Pike, Mary	John D. Pike	Winston-Salem	Forsyth
Poplin, Lillie	W. B. Poplin	New London	Stanly
Poole, Millie	J. H. Poole	Asheboro	Randolph
Pridgen, Viola	W. P. Pridgen	Lumberton	Robeson
Ray, Lucy	Sid T. Ray	Cane River	Yancey
Reed, Daisy	John A. Reed	Tobaccoville	Forsyth
Reece, Helen	Casewell Reece	Crusoe	Haywood
Rhoads, Elmira	Samuel Rhoads	Glover	Nash
Rogers, Effie	John Rogers	Salisbury	Rowan
Sams, Vergie	J. P. Sams	Marshall	Madison
Scarboro, Mary	W. H. Scarboro	Concord	Cabarrus
Scott, Gracie	W. L. Scott	Siloam	Yadkin
Shelton, Cora	Mrs. Celia Shelton	Little Creek	Madison
Shelton, Lillie	Mrs. Celia Shelton	Little Creek	Madison

Name.	Parent or Guardian.	Post-office.	County.
Simmons, Stella ...	Mrs. W. B. Simmons ..	Parkersburg	Sampson
Simmons, Bessie ...	Mrs. W. B. Simmons ..	Parkersburg	Sampson
Simpson, Blanche ...	J. G. Simpson	Jamesville	Martin
Starns, Lillian	J. E. Starns	Monroe	Union
Stroud, Lottie	J. T. Stroud	Kinston	Lenoir
Stockton, Myrtle ...	W. C. Stockton	Leeds	Macon
Stephens, Lula	W. J. Stephens	Prospect Hill ...	Caswell
Stewart, Lenna	W. A. Stewart	Monroe	Union
Self, Iola	H. A. Self	Lincolnton	Lincoln
Stein, Sadie	Jacob Stein	Fayetteville	Cumberland
Taylor, Hazel	L. H. Taylor	Kinston	Lenoir
Templeton, Ora ...	Franklin Templeton ...	Olin	Iredell
Thomas, Clara	Oliver Thomas	Lake Toxoway ...	Transylvania
Thomas, Mattie ...	Lonnie Thomas	Marshville	Union
Thomas, Carrie	S. C. Thomas	Marshville	Union
*Townsend, Thetis.	N. A. Townsend	Lumberton	Robeson
Tucker, Lillie	W. M. Tucker	Big Lick	Davidson
Vick, Lucile	C. A. Vick	Kinston	Lenoir
Walker, Lillie	Mrs. J. C. Walker	Greensboro	Guilford
Washam, Flossie ..	T L. Washam	China Grove	Cabarrus
Waters, Rosie	E R. Waters	Magnolia	Duplin
Watts, Lizzie	J. L. Watts	Huntersville	Mecklenburg
White, Sarah	J. D. White	Elizabeth City ...	Camden
Whitley, Isolene ...	H. D. Whitley	Rocky Mt.	Edgecombe
Withers, Lucy	W A. Withers	Lincolnton	Lincoln
Wilson, Nellie ...	David Wilson	Cedar Grove.. ...	Alamance
Wilson, Alice Ray ..	A. F. Wilson	Bryan, Texas	
Williams, Mary	M. D. Williams	Hackney	Chatham
Williams, Helen ...	E. D. Williams	Winston-Salem ...	Forsyth
Wise, Annie May ...	J. P. Wise	Shell	Avery
Womble, Ruth	Willie Womble	Rocky Mount ...	Nash
Yoder, Katherine ...	O. E. Yoder	Hickory	Catawba
Zachary, Ophelia ..	J. M. Zachary	Calvert	Transylvania

